

AP Exam Review Theme #2 (Page 1)

	<u>Populists</u>	<u>Progressives</u>
Dates	<p><u>Populist Movement</u>- approximately 1880s to 1900</p> <p><u>Populist Party</u>- approximately 1890-1910</p>	<p><u>Progressive Movement</u>- approximately 1900-1920</p> <p><u>Progressive Party</u>- approximately 1912-1924</p>
Leaders	<p><u>State/Regional:</u> Tom Watson (Georgia), Ignatius Donnelly (Illinois), Mary Elizabeth Lease (Kansas)</p> <p><u>National:</u> James Weaver (1892 Populist Presidential Candidate) William Jennings Bryan (1896 Populist Presidential Candidate)</p>	<p><u>Local/State:</u> Hiram Johnson (California), Charles Evans Hughes (New York), Robert LaFollette (Wisconsin)</p> <p><u>National:</u> Teddy Roosevelt, William Howard Taft, Eugene Debs, Woodrow Wilson</p>
Demographics	<p><u>Regional Farmers Alliances:</u> Southern Alliance, Northwestern Alliance, National Farmer's Alliance, The Grange, Greenback Labor Party</p> <p>Mostly small farmers in the Midwest and Great Plains but some support in the south as the movement gained strength</p> <p>*racial issues were a barrier that farmers had to overcome to become a united national movement and political party</p>	<p>The urban, middle class, and educated led the movement</p> <p>Churches and Charities (Social Gospel) Women (Settlement House Movement) All political parties</p> <p>Never a single, unified group (differing objectives or "brands of Progressivism")</p>
General concerns inspiring activism	<ol style="list-style-type: none"> 1. Disillusioned with American democracy and both political parties (Democrats and Republicans) 2. Commercialization of Agriculture (overproduction) 3. Railroad monopolies (drove up shipping costs) 4. Problems with the Interstate Commerce Commission aka the I.C.C. (regulations not consistently enforced) 5. Perpetual cycle of debt (crop-lien system) 6. Government favoritism to big business (no longer the days of the Jeffersonian/Yeoman Ideal) 	<ol style="list-style-type: none"> 1. A response to the economic and social conditions of the late 1800s that resulted from rapid industrialization and urbanization 2. Corruption in politics (especially at municipal level--- political machines) and in certain sectors of the economy 3. Perceived social and moral degradation in America ("moral reform" necessary)

	<h2>Populists</h2>	<h2>Progressives</h2>
Goals	<p><u>General:</u> collective action to combat the negative effects of a rapidly industrializing society</p> <p><u>Specific: "Omaha Platform" (1892 Election)</u> abolish national banks, graduated income tax, direct election of senators, civil service reform, 8 hour workday, government control of railroads and communication, bimetallism</p>	<p><u>General:</u> Purify American society (not radically change), sought to check the power of Socialists on one side and Big Business on the other</p> <p><u>Specific:</u> end to white-slavery (conditions in factories), prohibition of alcohol, Americanization of immigrants, immigration restriction, anti-trust laws, women's suffrage, end to child labor, destroy political machines, conservation</p>
Successes	<ol style="list-style-type: none"> 1. 1st to include women in their affairs 2. Open discussion regarding the need for poor whites and poor blacks to work together for a common goal 3. Alliance with the Democratic party in 1896 (strong national party advocating many populist goals) 4. Elected 10 governors, 6 Senators, and 39 members of the House of Representatives 5. Most successful 3rd party in the history of the country at the local and state level (not federal) 	<ol style="list-style-type: none"> 1. Labor and workplace reform 2. Conservation Legislation 3. Tougher Anti-Trust Laws (e.g. Clayton) 4. Banking Reform (Federal Reserve Act) 5. Spread of initiative, referendum, and recall to more states (expansion of democracy) 6. Amendments (16th-Income Tax, 17th-Direct election of Senators, 18th-Prohibition, 19th-Women's suffrage)
Failures	<ol style="list-style-type: none"> 1. Alliance with the Democratic party in 1896 (essentially ended the "Populist Party" as a significant 3rd party threat) 2. Not successful at the national level (not enough elected Congressmen to make a difference and never elected a President) 3. Much of the Populist platform never came to fruition but national awareness of issues was raised (many Populist goals became Progressive achievements) 	<p>No significant progress, if any, on racial issues or the condition of African Americans (many see the Progressive Era as a period of "white man's success")</p> <p>*NAACP (National Association for the Advancement of Colored People) founded in 1909 partly as a result of the lack of focus that Progressives had on racial issues</p>

"The Big Four" AND Synthesis

CAUSATION (4 examples - 2 From Populists, 2 From Progressives)

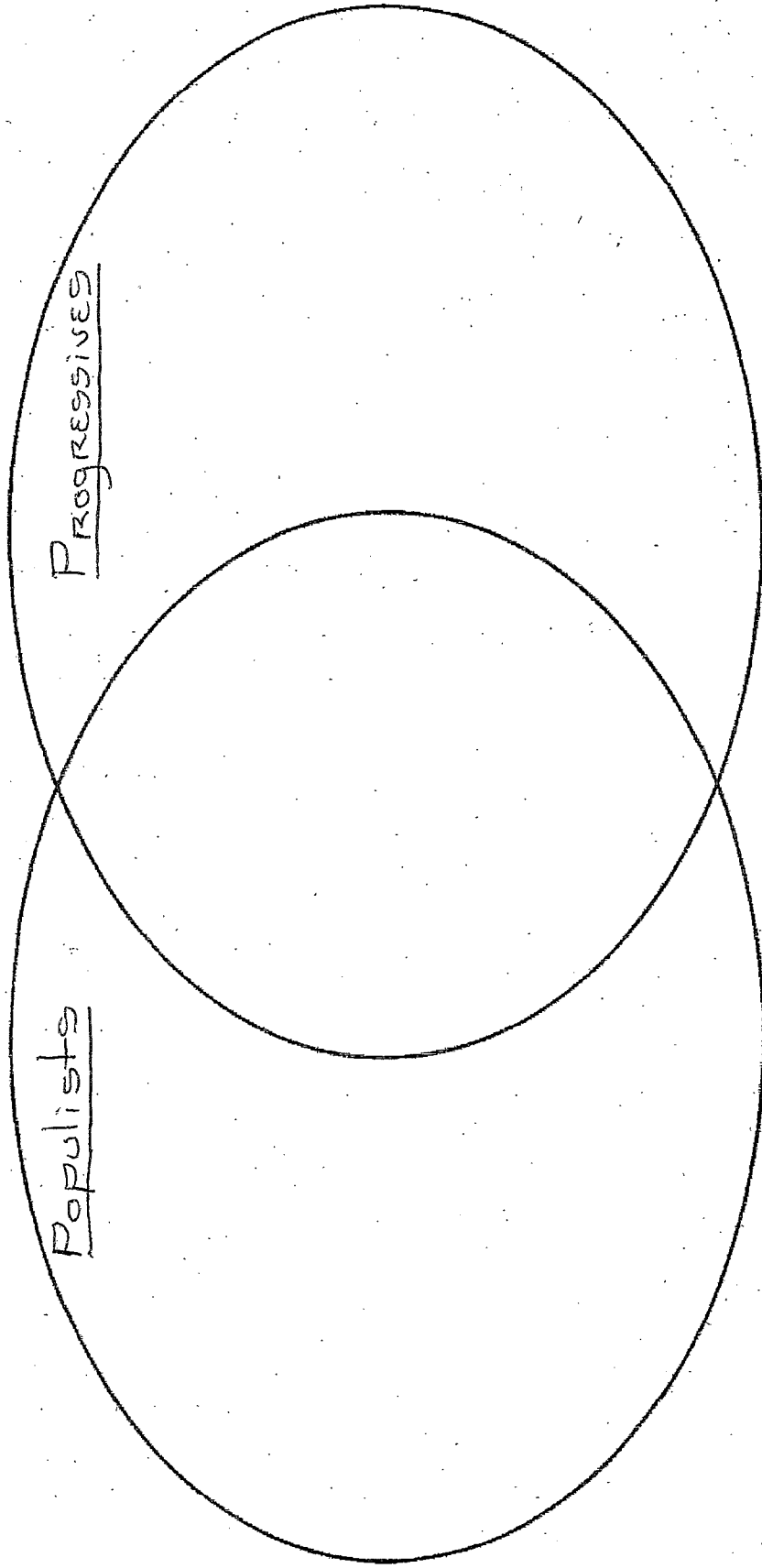
CONTINUITY AND CHANGE (what stayed the same and what changed from the Populist Movement to Progressive Movement)

PERIODIZATION (4 Turning Points - 2 From Populists, 2 From Progressives)

COMPARISON (Use the Venn Diagram on back)

SYNTHESIS (2 examples - 1 From Populists, 1 From Progressives)

Populists and Progressives (Comparison)



Reasons for Similarities:

Reasons for Differences:

Nine Historical Thinking Skills for AP U.S. History

1. Historical Causation

Examine the relationships between causes and consequences. Analyze multiple cause-and-effect relationships.

❖ *Why did something happen in history, and what was the result or impact?*

2. Patterns of Continuity and Change over Time

Identify and analyze patterns of continuity and change over time and connect them to larger historical themes.

❖ *What has stayed the same in history, and what has changed? Why?*

3. Periodization

Investigate and construct different models of historical periodization?

❖ *How and why is historical information organized into time periods, and what are the turning points?*

4. Comparison and Contrast

Compare historical developments across or within societies in various chronological and geographical contexts. Analyze multiple perspectives on a single historical experience.

❖ *What do two or more historical topics have in common? How are they different?*

5. Contextualization

Connect historical developments to specific circumstances of time and place, as well as to a broader regional, national, or global experience.

❖ *When and where did something happen in history, and what else was going on?*

6. Historical Argumentation

Develop coherent written arguments that have a thesis supported by relevant historical evidence. Create questions about the past and answer those questions by constructing an analytical argument: (1) make an assertion (2) defend the assertion with specific, accurate and relevant information (3) anticipate and destroy counterarguments.

❖ *What position should you take on a historical question, and what evidence will support your position? Can you address a counterargument to the position you are defending?*

7. Appropriate Use of Historical Evidence

Analyze evidence about the past from diverse sources. Assess the relevancy and reliability of historical evidence.

❖ *How reliable is the evidence that supports your historical argument?*

8. Interpretation

Identify and evaluate diverse interpretations of the past.

❖ *What are the various explanations of something that happened in history?*

9. Synthesis

Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past, and to apply insights about the past to other historical contexts or circumstances, including the present.

❖ *Can you bring in an additional category of analysis, such as politics, economics, society, culture, geography, etc.? Can you connect information from one time period to another?*

The
Big
Four

(Targeted
Thinking
Skills)

Always

Applied